

Positive Behaviour Policy

Statement of Intent

At Ash Lea School we believe that behaviour is a form of communication which deserves an appropriate response. We believe that when a pupil displays behaviour considered challenging, this is our cue to take a closer look at the environment and see what we need to change.

In order for learning to be meaningful, first a child must feel ready to learn. If a child is unable to regulate their behaviour, then a child is unable to learn.

We believe in a restorative approach which supports pupils to understand their feelings, the consequences of their actions, and how to repair the damage caused.

Pupils and staff will be encouraged to work towards the goals of our school vision and school code:

Do the best that we can all of the time

Listen to what others have to say

Help whenever we can

Always be polite and friendly

Policy Development

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996

Education Act 2002

Equality Act 2010

Educations and Inspections Act 2006

Health Act 2006

The School Information (England) Regulations 2008

Behaviour and discipline in schools' DfE (2016)

Sexual violence and sexual harassment between children in schools and colleges' DfE (2018)

Mental health and behaviour in schools' DfE (2018)

Special educational needs and disability code of practice: 0 to 25 years' DfE (2015)

Use of reasonable force' DfE (2013)

Voyeurism (Offences) Act 2019

Understanding Behaviour in Schools: A Relationship-based Approach to Inclusion NCC (2020)

This policy operates in conjunction with the following school policies:

School Code of Conduct

Anti-Bullying Policy

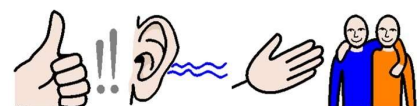
Pupil Health and Well-being Policy

Child Protection and Safeguarding Policy

Exclusion Policy

Physical Intervention Policy

Complaints Procedures Policy



Roles and Responsibilities

“Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.”

— Paul Dix

All members of staff, volunteers and support staff are responsible for promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

Teaching staff are responsible for planning and reviewing support for their pupils with behavioural difficulties in collaboration with parents and, where appropriate, the pupils themselves. They are expected to set high expectations and ensure access to a curriculum which is appropriate and meets the aspirations of the pupil.

The BAWB (Behaviour, Attendance and Well-Being) Team is responsible for overseeing the whole-school approach to behaviour and mental health, including how this is reflected in the school’s Behavioural Policy and how staff are supported with managing pupils with SEMH.

The head teacher and the governing body are responsible for holding others to account in adhering to the policy, upholding and reviewing the policy, and ensuring high expectations of behaviour are continually prioritised.

The Curriculum

Curriculum content plays a very important role in the development of attitudes. Topics that enable pupils to explore their own attitudes and abilities are a vital part of the work offered. The curriculum also provides opportunities to present positive role models and to demonstrate positive recognition.

Personal, Social and Health Education permeate the whole curriculum. It is wider than any timetabled programme and is essential in supporting the development of the whole child.

The school’s commitment to promoting positive behaviour should be evidenced in every activity that takes place on behalf of the school whether in the classroom, the community or during extra-curricular activities.

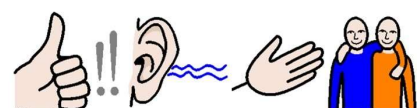
From EYFS through to Post 16, there are many opportunities taken to discuss and explore the role of being a good citizen, for example, in the semi-formal curriculum areas 'Me and My Community' and 'Me and My Body' and through the pre-formal threads 'to be me', 'to discover' and 'to be as independent as possible'

Staff are expected to ensure that the work offered to pupils provides them with meaningful opportunities for success, and motivates them to remain engaged in their learning.

Teaching staff will use the ‘Zones of Regulation’ to support pupils in understanding their emotions. Pupils will be encouraged to recognise how they are feeling and strategies they can use to manage their responses. The PACE Model (Playfulness, Acceptance, Curiosity and Empathy) can be used in order to build relationships with pupils and support them to regulate appropriately.

Trauma Informed and Relation-based Approach

We are proud to be Trauma Informed. For us this means that we have Trauma informed and relation-based approaches at the core of our whole school ethos and across our whole setting. Trauma informed and relation-based support is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child



development, drawing on research into the role of creativity and play in developing emotional resilience. We will:

- ★ respond to the needs of those children and young people who have unmet attachment needs, have experienced trauma and loss and have had adverse childhood experiences
- ★ provide a secure base to all our pupils where they can build the confidence to become independent learners
- ★ support the emotional well-being, development and learning of all pupils through secure relationships
- ★ build relationships with pupils based on a mutual respect, where the adult will be authoritative (in control) but not authoritarian (controlling)
- ★ be empathic and support pupils to manage behaviour, regulate emotions and build capacity for self-regulation
- ★ promote learning and repair through the use of restorative approaches

The school will use the **PACE** model (Dan Hughes) to promote the experience of safety in interactions with pupils.

Playfulness

Using a light-hearted, reassuring tone - similar to parent-infant interactions - to create an atmosphere of safety and reassurance where no one feels judged and the child feels able to cope with positive feelings

Acceptance

Acceptance is about actively communicating that you accept the feelings, thoughts and internal struggles that are underneath the child's outward behaviour. It is not about accepting the behaviour itself but helping to teach the child to not feel ashamed by their inner turmoil.

Curiosity

Curiosity, without judgement, is how we help children become aware of their inner life. It's about wondering out loud without necessarily expecting an answer in return. Phrases like "I wonder if..." will help the child to put a name to their emotions and thoughts

Empathy

Feeling a child's sadness or distress with them, being emotionally available to them during times of difficulty shows the child that they are not alone and that the adult is strong enough to support them both through it.

The school will use the principles of **Emotion Coaching** when supporting pupils. Emotion coaching is used to teach children about their emotions in the moment, give strategies to deal with big feelings, accept emotions as normal and build trusting and respectful relationships with children. We will use the four steps process (NCC):

Empathy: Recognise the child's feelings and empathise with them

Label: Validate how the child is feeling and label their feelings, accept these feelings as normal

Limits: Setting limits on behaviour

Problem Solving: Talk about big feelings and develop strategies that children can use to manage them.

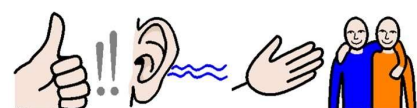
Classroom Behaviour

"Getting the culture right is pivotal. With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave."

— **Paul Dix**

Positive behaviour and self-regulation are key foundations of accessing a good education. Without an orderly atmosphere effective teaching and learning cannot take place. Pupils' behaviour can prejudice their own educational chances, and also the education of the pupils around them. It is recognised that all our pupils have different baselines for their behaviours and this is reflected in how behaviours are supported for different pupils.

The role of the school goes beyond simply maintaining order. It should also play a vital role in promoting the spiritual, moral, cultural, social, mental and physical development of the pupils. Pupils need to know that, as they grow up, they will take on responsibilities in the community that go hand in hand with their rights. It is the aim of this school to assist pupils to grow up with a clear and acceptable view of what is right and wrong;



appreciating the needs of others and of the society around them. Children learn by example as well as by rule. Staff at school have a substantial responsibility in setting a good example, although it is acknowledged that this will not be the only example that the pupil will follow.

Ash Lea School is committed to actively promoting the positive behaviour of all pupils who attend the school. The school believes that it should be fostering the following attributes in each pupil:

- | | |
|-----------------------------------------------------|--------------------------------------|
| ★ Respect for self and others | ★ Self-discipline |
| ★ Respect for property and the environment | ★ Self-motivation |
| ★ Co-operation and collaboration with others | ★ Independence |
| ★ Caring for self and others | ★ A positive approach to life |

The school recognises that, in order to develop positive behaviour by all pupils, the full co-operation of pupils, staff, parents and governors is necessary to ensure a consistent and fair environment, with standards that are clearly understood and acceptable to all.

Rewards and Praise

Ash Lea School believes that appropriate rewards for positive behaviour and attitudes are vital. It is acknowledged that each pupil is individual and that different strategies will need to be employed at different times.

Individual teachers will need to include in their classroom management a range of rewards that will meet the needs of all pupils. It is important that each class has its own clearly defined set of expectations according to the teacher, age group and pupils in that class.

The different types of rewards given at Ash Lea School include:

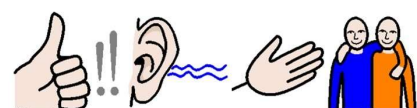
- | | |
|----------------------------------------------------------|-----------------------------------------------------------------------|
| ★ Positive attention and verbal praise | ★ Entry into the 'good work book' |
| ★ Sharing achievements with others | ★ Record of Achievement certificates |
| ★ Recognising positive behaviour and achievements | ★ Letters, certificates, diary entries to parents |
| ★ Stickers, certificates and merits | ★ Individual systems for immediate rewarding of good behaviour |

Expectations of Adults

Adults have the opportunity to model good behaviour and teach pupils how to manage their emotions. When managing challenging behaviour, it should be done in a controlled and rational way. Not allowing emotion to lead to explosive reactions, such as shouting, to a pupil's behaviours. The adult should expect to be in control, but not to control the pupil. They should always consider why a child is displaying a particular behaviour and what could be done differently in order to diffuse the situation. When an adult feels they cannot do this, it is time to step back and ask another adult to support. **This is not viewed as failure, but as an ability to stay in control.**

Habits of adults who manage behaviour well:

- ★ They meet and greet
- ★ They persistently catch individuals doing the right thing
- ★ They teach the behaviours that they want to see
- ★ They teach learners how they would like to be treated



- ★ They reinforce conduct/attitudes that are appropriate to context
- ★ They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences
- ★ They sustain a passion for their subject that breaks through the limiting self-belief of some learners
- ★ They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up
- ★ They keep their emotion for when it is most appreciated by the learner

Non-verbal skills/attitudes that work with more challenging behaviours:

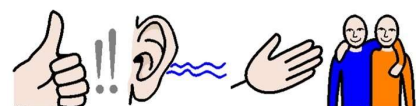
- ★ Showing humility
- ★ Changing anger to shades of disappointment (no shouting!)
- ★ Being cold rather than confrontational
- ★ Give clear cues when switching from the formal to the informal, from relaxed to business like
- ★ Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- ★ Patiently giving without ever expecting to receive
- ★ Showing empathy balanced with a determination to help the learner succeed
- ★ Earning respect not expecting it
- ★ Never laying your relationship on the line on a behaviour issue
- ★ Keeping your promises
- ★ At times ignoring defensive behaviours in the moment but not forgetting
- ★ Commitment to building an appropriate relationship
- ★ Refusing to listen to the doubters and moaners; refusing to give up on any learner

Consequences

The school believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the pupil, to apply consequences to behaviour. Staff will assess that students are aware that their behaviour is unacceptable, and that the behaviour is within the pupil's control, before a consequence is applied. Consequences will be used sparingly, sensitively and after due care and consideration.

The use of consequences should be characterised by certain features:

- ★ **It must be made clear why the consequence is being applied**
- ★ **Wherever possible, consequences should be natural consequences linked to the actual behaviour in the moment e.g. if you're banging the iPad it will have to be taken away; if you're behaviours are too risky on the playground then you will have to stand with a staff member etc.**
- ★ **It must be made clear what changes in behaviour are required to avoid future consequences, and that these changes are understood by and in control of the pupil**



- ★ Wherever possible, warnings / alternative strategies should be offered during an incident to support a pupil to make a different choice, change their behaviour for the better and avoid the consequence
- ★ Pupils should be supported in both proactive and post-incident work around positive and negative choices, and the impact of their decisions
- ★ It should be the behaviour that is addressed; pupils should NEVER be labelled or described in a negative way, and never be shamed or ostracised for their actions.
- ★ Consequences range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, internal exclusion. Most instances of unacceptable behaviour are relatively minor and can be adequately dealt with through minor consequences. It is important that the consequence is not out of proportion to the original behaviour.

Some consequences applied at Ash Lea include:

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ★ Minimising of attention / interaction / eye-contact ★ Immediate removal of object / activity being used inappropriately ★ Temporary removal of the pupil from the group until reengagement is possible ★ Alternative activity to replace a planned higher risk activity e.g. "we can't risk taking you swimming today as you are not listening to instructions that would keep you safe" ★ Loss of breaktime (e.g. to complete work or as a consequence of actions) | <ul style="list-style-type: none"> ★ Reflection / thinking time ★ Expectation to clean up any mess or damage created ★ Loss / delay of a longer-term reward or privilege e.g. until the end of the week ★ Withdrawal to work in a separate area ★ Redirection to a more appropriate choice ★ Liaison with home to reinforce a consequence or address a negative behaviour ★ '3 strikes' system - reminder, warning then consequence (e.g. traffic light system) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

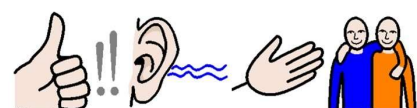
Where the application of rewards and consequences are consistently ineffective, then careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors and ensure that the curriculum and environment is as meaningful as possible to meet individual needs. Additional specialist support e.g. from the Educational Psychologist or CAMHS may be beneficial, and this should be discussed with the Head Teacher and parents/carers prior to any referral.

Bullying – See *Anti-Bullying Policy*

The school does not consider bullying or harassment as acceptable. All incidents of bullying will be taken very seriously and will be investigated by SLT.

Exclusions

The Governing Body has adopted the LA's arrangements for exclusion, a copy of which is available in school for inspection. Exclusion will only be considered as a last resort, after the school has taken all reasonable steps to manage any disruptive or difficult behaviour.



Physical intervention – See *Physical Intervention Policy*

Physical intervention is only ever used as a last resort. “Physical intervention” refers to the actions by which one person restricts the movements of another and implies that it is maintained against resistance. It should be consistent with the legal obligations and responsibilities of the school and its staff to provide care which is in a person’s best interests. Physical intervention is never used as a consequence; only as a necessity.

Physical interventions may be appropriate to prevent or minimise risk or injury to the pupil themselves, other pupils or staff. It may be appropriate, on some occasions, in order to minimize significant damage to property which would result in others being denied access to facilities.

Physical interventions should only be used in conjunction with other strategies designed to help pupils learn alternative, non-challenging behaviours. These strategies and any planned physical intervention strategies should relate to individuals and be set out in a behaviour support plan, which is subject to regular review. Parents and carers should be informed of these strategies.

The use of physical intervention strategies for any pupil should be subject to risk assessment procedures, particularly concerning any medical contra-indications (e.g. heart conditions, breathing difficulties, digestion problems, a history of bone and joint problems or Down’s Syndrome).

Physical interventions must only be used with minimum reasonable force for the minimum period of time consistent with the best interests of the pupil. They should not cause unreasonable risk, pain or injury (physical or psychological) to pupils or staff.

Any incidents which involve the use of physical intervention strategies should be recorded clearly and promptly on Behaviour Watch. Behaviour leads should monitor physical interventions and report any incidents which give cause for concern.

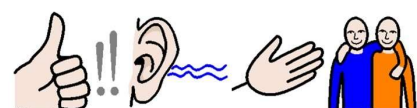
All incidents are reviewed on a daily basis by the Behaviour, Attendance and Well-being team (BAWB) (Luke Skillington and Lucie Dale) and any actions followed up by them. The team will also support individuals and classes in order to ensure that physical intervention is the last resorts and all other strategies have been explored. The BAWB team will also review and report on a half termly basis on the use of physical intervention and use of safe spaces.

Staff who might be required to use physical intervention strategies should receive regular training on knowledge, skills and values. Training should be provided by an instructor with appropriate experience and qualifications. For Ash Lea School this person is Lucie Dale (lucie.dale@ashlea.notts.sch.uk) Ash Lea School has adopted the Nottinghamshire County Council approach where this is done through CRB (Controlling Risky Behaviour).

Staff should only employ physical interventions that they have been trained to use otherwise, staff and pupils may be placed at risk.

Nottinghamshire Education Committee Code of Practice: Guidance on physical intervention between staff and pupils (January 2017)

Nottinghamshire Education Committee has produced a code of practice: Keeping Classrooms Safe for Learning and Teaching. The governors of Ash Lea School have adopted this guidance. All members of staff should familiarise themselves with the content of the guidance and use them as a framework for reference. A copy of the guidance will be kept in the main office, and on the schools OneDrive.



Safe Spaces – See *Use of Safe Space Policy*

School uses areas away from other pupils, where they can go for a limited period, in what are referred to at Ash Lea School as Safe Spaces. Schools must act reasonably in all circumstances when using such rooms. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. The use of Safe Spaces will be agreed in a pupils Behaviour Support Plan and be agreed with relevant staff and parents/carers.

It is for individual staff members to decide how long a pupil should spend in a Safe Space, and for the staff member in charge to support the pupil to calm. School will ensure that pupils are in the Safe Space no longer than is necessary and will always be supervised. Any periods of use in safe space must be recorded on Behaviour Watch and the BAWB team and head teacher informed through Behaviour Watch. The use of the safe space will also be included in the termly behaviour report to the governors with clear information about the impact of this strategy.

BSP (Behaviour Support Plan)

Behaviour support plans can support a cohesive approach towards the management of undesirable behaviours. They provide a consistent way forward with a way of working that is agreed by all who are working with the pupil. The plan should:

- ★ **be clear and unambiguous**
- ★ **provide information about the child's baseline, their triggers,, risky behaviours and adult responses**
- ★ **clearly prioritise the behaviours to be addressed**
- ★ **have the name of specific staff who will be in direct contact with the child**
- ★ **have a review date that is agreed by everyone**
- ★ **contain short term goals for achievement**

The BSP may also be accompanied by a plan based on the 'anxiety curve'. This will show clear responses to behaviours that can be agreed with all staff. Consistency throughout the team is vital to using a strategy successfully and ensuring that any review of the plan is meaningful.

Recording Incidents

All incidents should be recorded on Behaviour Watch as soon as possible after. If the staff team have not been able to record in full on the day it **must be** verbally recorded to a member of SLT.

Behaviour Watch allows us to monitor the frequency, patterns etc. of behaviours on a regular basis. The BAWB team monitor individual recorded incidents on a daily basis and are able to follow up with class teams as well as a formal report which is presented to governors on a termly basis.

Classes may also keep their own records of attempted, or minor behaviours, to monitor patterns or use as evidence. These should only be kept if the information has a purpose and will prove meaningful and useful.

